



SD22
Communicating Student Learning
Parent Guide
Gr. 8 - 12

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Dream. Believe. Achieve.

GR. 8 - 12 COMMUNICATING STUDENT LEARNING TIMELINE

The goal of communicating student learning (CSL) is to ensure that (K - 12 Student Reporting Policy, p. 5):

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

STUDENT-PARENT-TEACHER FALL CONFERENCES

Fall Conferences occur in October and are in-person or virtually by request. Your child's school will communicate specific details to you about the schedule and format. Conferences should be focused on student engagement, academic achievement, competency development and be used to share and celebrate goals.

SEMESTER 1 MID-COURSE LEARNING UPDATE

In November, parents will receive a Mid-Course Learning Update through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

SEMESTER 1 SUMMARY OF LEARNING

At the end of Semester 1, parents will receive a summary of learning through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

SEMESTER 2 MID-COURSE LEARNING UPDATE

In April, parents will receive a Semester 2 Mid-Course Learning Update through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

STUDENT-PARENT-TEACHER SPRING CONFERENCES

Spring Conferences occur in April and are in-person or virtually by request. Your child's school will communicate specific details to you about the schedule and format. Conferences should be focused on student engagement, academic achievement, competency development and be used to share and celebrate goals.

SEMESTER 2 SUMMARY OF LEARNING

At the end of Semester 2 parents will receive a summary of learning through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

Additional information from the Ministry of Education and Child Care
<https://tinyurl.com/mryr9vmp>

UNDERSTANDING THE PROFICIENCY SCALE

Communication of learning to families of Gr. 8 - 9 students is provided using the Provincial Proficiency Scale.

The learning journey takes time and patience. For every individual student, learning moves through various stages. The end goal is the same – learning and demonstrating a specific skill or understanding. However, the time it takes for each individual to reach their destination and the route they take to get there varies. The Proficiency Scale is a way for teachers, students, and parents to understand where each student is on their learning journey and what they need to work on to move forward towards proficiency. The following examples are adapted from Katie White, who describes the stages of learning in the context of learning to drive.

EMERGING

When learners are emerging, they are in the process of building their readiness to learn. This includes elements such as becoming familiar with language, background context of foundational skills.

When we are learning to drive, before we get behind the wheel, we need to learn what the street signs mean, the basic rules of the road, and what all the parts of the car do. We need a solid foundation before we move onto practicing the skills we are learning and move to being supported.



DEVELOPING

When learners are developing, they are working with others to improve their skills and understanding. This is where students spend most of their time practicing, refining, making wrong turns, and correcting their processes and thinking.

This is when we actually turn on the car and try driving. We need opportunities with someone to guide us where we might need support and further practice with the process. It is this practice with a more experienced driver that allows us to move towards proficiency.



PROFICIENT

When learners are proficient, they are able to demonstrate the skills they have learned independently and with confidence. Students are able to show their proficiency in a number of ways.

Drivers demonstrate their proficiency by passing their final driving test. Once they show that they have the skills to drive independently, they no longer need someone in the car with them; they can continue to develop their comfort and enjoyment independently.



EXTENDING

When learners are extending, they are free to explore the larger applications and possibilities of their learning. As they have deeper understanding, they have more opportunities to make thoughtful connections and to innovate.

Once drivers are extending, they can try their hand at many new experiences. They can drive different sorts of vehicles and explore different terrain and weather. Their proficiency in the skill of driving allows them to explore the world in new ways.





UNDERSTANDING PERCENTAGES & GRADUATION REQUIREMENTS

Communication of learning to families of Gr. 10 – 12 students is provided using **Percentages** along with strength-based descriptive feedback that describes what students can do now and what they are working toward, along with areas for future growth and strategies to support them. Feedback on student engagement and learning habits is also provided.

LETTER	PERCENTAGE	DEFINITION
A	86 – 100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73 – 85	The student demonstrates very good learning in relation to the learning standards.
C+	67 – 72	The student demonstrates good learning in relation to the learning standards.
C	60 – 66	The student demonstrates satisfactory learning in relation to the learning standards.
C–	50 – 59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0 – 49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

BC Graduation Program

The grad program requires a student to have a minimum of 80 credits over Gr. 10 – 12, including successful completion of the courses listed. All Ministry-Authorized, Board/Authority-Authorized, and post-secondary courses count towards graduation. Additionally, students need 28 credits for Elective Courses. A minimum of 16 of 80 credits, including Language Arts 12, must be at the Gr. 12 level. Plus, students must meet the Literacy and Numeracy Graduation Assessment requirements. All students working toward a B.C. Certificate of Graduation, must complete at least 4 credits in Indigenous-focused coursework. Students can meet this requirement through a variety of course options, including provincial Indigenous-focused courses; provincially-authorized First Nations language courses; and Indigenous-focused, locally developed (Board Authorized or First Nation Authorized) courses.

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 11 or 12 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Physical and Health Education 10 (4 credits)
- Arts Education or ADST 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)

Indigenous Coursework Graduation Requirement

The Indigenous-focused graduation requirement for all secondary students is an important step toward lasting and meaningful reconciliation, providing all BC students with the necessary time and opportunity to develop deeper understanding and a broader knowledge base of Indigenous worldviews, histories and cultures, and support the K-12 sector's mandate to develop the Educated Citizen. The new requirement also reflects ongoing work by the Ministry of Education and Child Care, FNESC, and other education partners to build capacity within the education system to address Indigenous-specific racism and builds on work to integrate Indigenous perspectives and content across the curriculum and into professional development and standards for B.C. educators.

3 Year Graduation Plan

Students need to have agency in their learning to make choices that will shape their future. Education Planner within MyBlueprint allows for students to know their options and meet the Ministry Requirements for the creation of a 3-year graduation plan in an easy-to-use program that can be shared with schools and families. The "Who am I?" section gives students insight into their personal skills and attributes, while the portfolio section provides the ability to reflect on core competencies in any area of learning in genuine and personal ways. The goal setting section allows for students to track and reflect on both short and long-term goals. Parents will be invited to join myBlueprint upon enrollment in secondary school to participate in their child's learning journey.



STUDENT-PARENT-TEACHER CONFERENCES

*Goal setting gives every student input into their learning, including where they go next.
Conferences provide an opportunity for students to develop core competency skills.*



PURPOSE

Conferences in secondary schools may be different both in time allocation and format than elementary schools to accommodate the student population and scheduling challenges at the secondary level. Conferences should be focused on student engagement, academic achievement, competency development and be used to share and celebrate goals. Schools and teachers can be creative with the format and can structure conferences as demonstrations of learning and sharing of digital portfolios. Conferences should act as an opportunity to build student agency and allow students to demonstrate evidence that shows their personal growth towards their goals.

WHAT TO EXPECT

Students will be dismissed 3 hours early to accommodate conferences.

GUIDING QUESTIONS

You can help prepare for conferences by reflecting on the following questions with your child.

STUDENT

PARENT

ENGAGEMENT DURING THE CONFERENCE

- Identify the learning goal(s)
- Self-reflect and communicate on how they feel about their learning
- Communicate about what supports would be or are beneficial

- Encourage your child by recognizing the hard work and focus that achieving their goal will require
- Ask questions to support your child
- Communicate ways you can support your child's goal(s) and learning at home
- Celebrate your child's success
- Ask what supports are being provided for my child

REFLECTION & PREPARATION QUESTIONS

- What am I excited to share?
- Which areas of learning are my strengths?
- In which areas of learning do I require support?
- What could my learning goal(s) be?
- What successes have I achieved?

- What are my child's strengths?
- How can I encourage my child?
- Where do I see areas for growth?
- What can I do to support my child?
- How can I have ongoing communication with the teacher?
- What successes am I seeing?
- Does my child need help advocating for supports at school?